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Advanced Physiology and Hygiene. By HERBERT W. CONN AND ROBERT A. BUDINGTON. New York: Silver, Burdett & Co., 1909. Pp. 419. \$1.10.

The remarkable development of popular interest in hygiene and sanitation during the last few years has created a large demand for a change in the methods of teaching physiology and hygiene in the schools. The textbooks in use a few years ago are now obsolete and unsatisfactory. They contain a description of elementary anatomy and physiology supplemented by dogmatic rules for hygienic living, with a disproportionate emphasis on the evil effects resulting from the use of alcoholic beverages and narcotics.

The subject of community hygiene has been ignored almost entirely. Such important topics as the cause and nature of common diseases; the ways in which germ diseases are transmitted; the defenses against disease; the significance of vaccination, isolation, and quarantine; the reasons for inspection of water, milk, and other foods have been omitted from the school books.

This book fulfils admirably the requirements for a high-school textbook of physiology and hygiene. The essential points of anatomy are given as a basis for the description of the various functions. The important facts relating to the common diseases are correlated with a sane discussion of the hygienic care of each organ and the body as a whole. The treatment is clear and concise and so related to the experiences of everyday life that the book cannot fail to interest students in the care of their health.

The fundamental principles of community hygiene are given in the last chapter under the title of "The Control of Public Health." This includes a consideration of the home, public cleanliness and decency; purity of foods offered in the markets, water and ice; sewage, and dangerous and unwholesome occupations.

The illustrations and diagrams are very good, but the book would be even better with more pictures and diagrams. The lack of charts, models, and other material for objective teaching of physiology in schools makes it desirable to illustrate textbooks as much as possible.

There is good reason to believe that this book will contribute very materially to the improvement that is sorely needed and much desired in the teaching of physiology and hygiene to high-school students.

GEORGE L. MEYLAN

COLUMBIA UNIVERSITY

American History. By JAMES ALTON JAMES AND ALBERT HART SANFORD. New York: Scribner, 1909. Pp. xvii+565. \$1.40 net.

History in secondary schools has suffered much at the hands of textbook writers who presuppose an amount of knowledge and a power of thought that students of high-school age do not possess. It is therefore a pleasure to find a book written by men who understand the needs of high-school teachers and the limitations of high-school pupils, and who possess at the same time scholarship and literary skill sufficient to produce a coherent, dignified, and interesting history of the United States.

The story of the United States as James and Sanford give it is a straightforward narrative abundantly supplied with the material a young learner needs

to enable him to analyze and understand the great movements and critical occasions in our colonial and national life. The writers' grasp of their subject is such that this material is organically related to the story, not relegated to footnotes or to separate sections or chapters. We have histories which treat the subject satisfactorily on the political and the military and sometimes on the constitutional side; we have books which contain admirable chapters on social and industrial conditions; but it would be hard to find a textbook for young people which presents the story of our national life with such a well-proportioned blending of all these phases as we find in this book of Professors James and Sanford. It is as if a composite of minds had worked to present a unified whole. The explanation of this peculiar excellence would seem to lie in the rounded scholarship and balanced experience of the authors.

Among the most convincing pages in the book are those which treat of the War of 1812, the difficult subject of Reconstruction, and the period since the Civil War. The necessary connections with European affairs are clearly set forth, and a refreshingly small amount of time is given to wars with the Indians. The short correlated table (Appendix I) indicating certain correspondences between colonial and national forms of government is helpful and might well have been worked out further. The value of the book to those who combine the teaching of history and civics would have been increased if in addition to the Constitution the Appendix could have contained the Declaration of Independence and the Articles of Confederation. But it is ungracious to pick flaws in so excellent a book.

DORA WELLS

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The Great Design of Henry IV, from the Memoirs of the Duke of Sully, and *The United States of Europe*, by EDWARD EVERETT HALE. Edited by EDWIN D. MEAD. Published for the International School of Peace. Boston: Ginn & Co., 1909. Pp. xxi+91. \$.50 net; postage 5 cents.

It is a matter of regret that this little book is published in the form it is. If it were issued by the International School of Peace as a confessedly Utopian design for the promotion of universal peace, the criticism might not lie. But it is issued as if the "Great Design" of Henry IV had a basis in historical facts. This is false education. Mr. Edwin D. Mead has written a foreword for it, in which he declares the plan to have been "practical" and waves aside the "controversial literature" upon the subject as without weight. But is this just? Is it intellectually honest to seek to perpetuate as an historical fact what has conclusively been proved to have been a chimera of the dotard brain of the duke of Sully? One cannot establish right by perpetuating error. Sully's account has no basis in fact. The silence of every contemporary writer of the period, the fact that not a single document exists in support of the thesis, Sully's own notorious untrustworthiness, are facts which cannot be disclaimed. These are external criticisms. Internal criticism is even more damaging. Sully's *Memoirs* are self-contradictory upon this as well as upon many other things of the reign of Henry IV. The evidence is strong that the "design" was Sully's own, not Henry's, and was conceived years after Henry's death. Finally,